Continuous Program Improvement (CPI)

Orientation Training

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Sponsored by:
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Continuous Program Improvement (CPI) Orientation Training

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Before we get started…

- Press *6 to mute and *7 to un-mute. Please mute your phone now.
- If you have a question, please tell us your name and agency before asking your question.
- This PowerPoint presentation can be accessed from the ETR website at www.etr.org/ofp.
  - Click on Left sidebar – “Upcoming Events”
    - then under “CPI Orientation Training”

Objectives

- To provide an overview of the CPI Tool Kit.
- To provide an overview of the CPI Evaluation requirements.
- To understand the purpose of each CPI Tool.
- To understand the step-by-step procedures and requirements for each tool.
- To provide resources for CPI support and materials.

CPI Resources

- TPP & TSO CPI Tool Kits
  - Word versions of each tool are available from your Evaluation Liaison to adapt for your needs.
- ETR Website – www.etr.org/ofp
  - Complete Tool Kits including all appendices are available under the “CPI and Statewide Evaluation” left side-bar heading.
- Activity Checklists for all CPI tools
  - These checklists are available for TPP and TSO agencies from Evaluation Liaisons.
- Evaluation Liaison

CPI Evaluation Requirements

- Requirement 1
  - Select CPI Tool to be completed each year.
- Requirement 2
  - Maintain regular contact with Evaluation Liaison.
- Requirement 3
  - By April 15th Complete CPI tool and submit a copy of completed tool and *draft* summary of CPI results.
- Requirement 4
  - By June 1st – Complete CPI Feedback online and submit final CPI Summary.

CPI Tool Kit Overview

- The CPI Tool Kit provides evaluation tools to help agencies look at aspects of their pregnancy prevention and *TeenSMART* Outreach programs in a systematic way for the purpose of program improvements.

- The continuous program improvement process can help your agency strengthen or enhance what you are currently doing.

- CPI results are not intended to compare your program to others.

New Tool: Conducting Focus Groups

- The purpose of this tool is to provide you with the basic steps for planning and conducting focus groups to guide refinements in your educational programs, outreach activities and/or services.

- We encourage you to <u>think broadly</u> across your work plan when considering what aspect of your program you would like to explore using focus groups.

New Tool: Conducting Focus Groups

- Focus groups are small discussion groups that are used to collect in-depth insights about a particular population and/or topic area.
- They can provide rich data from a small number of people.
- Focus groups can be used to help with:
  - Program planning
  - Program development
  - Development of health education materials
  - Program evaluation

Focus Group Tool ***Required*** Activities

- Recruit 6-10 participants for each of your 2-3 focus groups.
- Prepare Parent Consent (as needed) and Participant Assent (REQUIRED) forms.
  - *Both must be reviewed and approved by your Evaluation Liaison and OFP Program Consultant allow at least 1-2 weeks for this process.*
- Develop Focus Group Questions and prepare Focus Group Protocol.
- Finalize Focus Group Protocol.
  - *Protocol must be reviewed and approved by your Evaluation Liaison and OFP Program Consultant – allow at least 1-2 weeks for this process.*
  - *Practice protocol with small group of individuals similar to your planned group. (Strongly recommended)*

Step 1: Decide if Focus Groups are the Right Approach

- Clarify what you want to learn from your focus group.
  - For example:
    - **Purpose**: What do you want to know?
    - **Participants**: From whom you would like to learn this information?
    - **Data Use**: How you will use the information gathered through your focus group?

Step 1: Decide if Focus Groups are the Right Approach

Focus Groups are appropriate when you want to:

- Learn from interaction among participants.
- Explore and get in-depth and nuances of opinions.
- Understand differences in perspectives.
- Understand what factors influence opinions or behaviors.
- Test materials or products.
- Test reactions to actual or proposed services.
- Design or understand the results of a large quantitative study.
- Capture comments of the target audience.

Step 1: Decide if Focus Groups are the Right Approach

Not appropriate when you want to:

- Come to consensus.
- Ask participants sensitive questions.
- Educate people.
- Generalize findings to a larger population.
- Work with emotionally or politically charged groups.
- Measure program effectiveness.

Step 2: Plan Your Focus Groups

- Determine who will be invited and how many people you will need to recruit.
- Determine who will recruit participants.
- Allow at least three weeks for the recruitment process.
- Recruit 10-12 participants and expect 6-10 to participate.
  - Plan for pilot process
- Choose a location.

Step 3: Parent Consent and Participant Assent

- Determine parental notification/consent requirements for your population.
- It may be helpful to frame this consent and assent process in the following way:
  - If you are working with youth under 18 it is a *two-step process:*
    - You must obtain parent permission (consent).
    - You must obtain youth assent.

Step 3: Parent Consent and Participant Assent

- If you are working with participants 18 years and older it is a *one-step process*.
  - You must obtain participant assent.
  - Use the “Participant Assent” form provided in Appendix 7E (TPP); 5E (TSO).

Step 3: Prepare Parent Consent and Participant Assent Forms

- Adapt Parent Consent provided in Appendix 7E (TPP); 5E (TSO) as needed.
- Adapt Participant Assent Letter. (REQUIRED)
- Submit Parent Consent and/or Participant Assent form to your Evaluation Liaison and OFP Program Consultant for review and approval. (REQUIRED)
  - Need approval from Evaluation Liaison to waive parental consent for special circumstances. (REQUIRED)

Step 4: Review Focus Group Protocol Elements

- Focus Group Elements:
  - Welcome
  - Participant Assent
  - Group Agreements
  - Introductions
  - Warm-ups/Opening Questions
  - Main Questions
  - Closing

Step 5: Develop Your Focus Group Questions

- Refer to Appendix 7A (5A TSO) for a list of possible focus group topics and sample questions.
- Questions should be:
  - Open ended
  - Neutral – non-biased
  - Aim to have:
    - 1-2 warm up questions
    - 2-5 main questions
    - 1-2 Closing questions

Step 5: Develop Your Focus Group Questions (cont.)

- Review sample focus group protocol in Appendix 7F (5F TSO) and adapt it to meet your needs.
- Submit *draft* protocol for approval to your Evaluation Liaison and OFP consultant - allow at least one week for review and approval of your protocol. (REQUIRED)
- Pilot test or practice your protocol with a small group of individuals who are similar to your focus group participants. (*Strongly recommended*)

Step 6: Conduct 2-3 Focus Groups

- Decide who the moderator and note taker will be.
  - It is best if the moderator is someone not closely associated with the aspect of your program you are exploring.
- Record your data.
  - Using a tape recorder in addition to a note taker is highly recommended.

Step 7: Analyze the Data

- Transcribe your tapes and review your notes.
- Remember the purpose of the group drives the analyses.
- Prepare data highlights for each group.
- Compare highlights across the 2-3 focus groups.
- Summarize your findings.

Step 8: Report Your Findings

- Prepare your *draft* CPI summary.
  - Refer to guidelines on page 7-34 (TPP); 5-34 (TSO) for what to include in your summary.
  - Refer to Appendix 7L (TPP); Appendix 5L (TSO) for *sample* summaries.

Conducting Focus Groups Tool Q&A

- Open Question and Answer.

Implementation Tool

- Designed for prevention education curriculum.
  - Can be used with one-time informational sessions.
- Two different ways you can use this tool:
  - TPP – Educator or Observer versions
  - TSO – Informational Presentation or Outreach Session versions
- Tools are completed by health educators, facilitators, outreach workers and/or program managers.
- Collect data on **every session** for :
  - at least **TWO** full implementation cycles (TPP).
  - at least **FOUR** informational presentations or outreach sessions (TSO).

Implementation Tool

- Documents *how* lessons or informational presentations are implemented/conducted.
- Good to use if you are:
  - Using a new/revised curriculum,
  - Implementing lessons or conducting outreach in a variety of settings,
  - Working with a new populations, or
  - Using adult and peer staff to implement lessons or conduct outreach activities.

Implementation Tool

- Designed to find patterns that may show:
  - How programs are being implemented.
  - How informational presentations or outreach sessions are being conducted.
- Data from this tool can help identify:
  - Success levels and types of modifications.
  - Types of challenges.
  - Things to change or things to continue.

Step 1: Decide Where and How Often to Use the Tool

- Decide which version of the tool to use.
  - TPP – Educator or Observer
  - TSO – Informational presentation or outreach session
- Decide how often to use the tool.
  - TPP – You must collect data from **every lesson for <u>at least</u> TWO complete** implementation cycles.
  - TSO – You must collect data on **4 informational presentations or outreach sessions** per outreach worker.
- Choose a population or setting.

Step 2: Complete the Implementation Tool

- Make one copy of the tool for each curriculum lesson/session (TPP) or informational presentation or outreach session (TSO).
- Review the form with staff before they start using the tool to clarify any questions and to make sure they are comfortable filling it out.
- Complete the tool immediately following each session.

Step 3: Summarize the Data

- Calculate average numerical responses and summarize open-ended questions.

Step 4: Interpret the Data

- Look for challenges encountered by staff.
- Identify modifications in the presentations or outreach strategies.
- Determine what worked well and what did not.

Step 5: Report Your Findings

- Prepare your *draft* CPI summary.

  - Refer to guidelines on page 3-9 (TPP Toolkit) or 2-12 (TSO Toolkit) for what to include in your summary.
  - Refer to Appendix 3D (TPP Toolkit) or 2D (TSO Toolkit) for a *sample* summary.

Implementation Tool Q&A

- Open Question and Answer.

Training and Support Tool

- Designed to look at current training and support activities for staff.
- Assessing needs from two perspectives:
  - Completed by the person responsible for overseeing and monitoring staff (Part 1);
  - Completed by the health educators or outreach workers working directly with clients (Part 2).
- Can be used periodically (e.g., prior to annual staff training, when working with a new population).

Step 1 – Part One: Training and Support Tool

- Part One: Program Director or Supervisor
  - Completed by program director and/or training coordinator.
  - Can help supervisors identify potential areas for increased administrative support.
  - Reviews current training practices, approaches to providing on-going staff support, and characteristics of health educators or outreach workers.

NOTE: These assessments are a source of CPI data; not a personnel evaluation.

Step 1 – Part One: Training and Support Tool (cont'd)

- Provide a copy of the tool to the person responsible for overseeing the education or outreach staff and a program staff person.
  - TPP – Appendix 5A or 5C.1
  - TSO – Appendix 4A or 4C.1

Step 1 – Part Two
Self Assessment Tool

- Part Two: Educator or Outreach Staff Self Assessment Tool
  - Completed by educators/outreach staff/peer educators.
  - Designed to allow educators and outreach staff to assess level of comfort and preparedness to implement curriculum.
  - Also allows staff to identify training and support needs.

NOTE: These assessments are a source of CPI data; not a personnel evaluation.

Step 1 – Part Two : Self-Assessment Tool (cont'd)

- Select the staff members you would like to complete the tools and provide them with the appropriate sections of the tool.
  - TPP – Appendix 5B for Health Educators and Appendix 5C.2 for Peer Educators.
  - TSO – Appendix 4B for outreach staff and Appendix 4C.2 for peer educators/outreach staff.

Step 2: Summarize Data

- Review the responses to individual sections of the tool and then review overall responses to identify trends or patterns.
- Create average scores for each item if more than one person completed any part of the tool.
- Check your CPI tool kit for detailed directions for computing scores.

Step 3: Interpret Data

- Focus on common patterns.
  - What training and support areas were rated very well, not very well?
  - Which characteristics of effective educators and outreach staff were true for all staff?
  - What is working well? What is not?
- Plan your next steps.
  - Identify and prioritize possible changes.
- Review pages 5-7 to 5-9 and 5-13 and 5-14 (TPP) or pages 4-7 to 4-9 and 4-13 and 4-14 (TSO).

Step 4: Report Your Findings

- Prepare your *draft* CPI summary.

  - Refer to guidelines on page 5-15 (TPP Toolkit) or 4-15 (TSO Toolkit) for what to include in your summary.
  - Refer to Appendix 5E (TPP Toolkit) or 4E (TSO Toolkit) for a *sample* summary.

Training and Support Q&A

- Open Question and Answer.

Participant/Client Satisfaction Tool

- Documents participants' reaction to a program or services.
- Can be collected from all or a sample of your participants.
- Typically collected after program or services are completed.
- Designed to yield information on what is working and what can be strengthened.

Participant/Client Satisfaction Tool ***<u>Required</u>*** Activities

- Create your own Participant/Client Satisfaction survey.
- *Submit your <u>draft</u> Satisfaction survey to your Evaluation Liaison and OFP Program Consultant for review and approval– allow at least 1 -2 weeks for review and feedback.*
  - *You must have your survey approved before administering it (REQUIRED).*
- Collect surveys from <u>a minimum of 50 participants/clients</u>. (MIP agencies collect 50 surveys from MALES.)

Step 1: Select the Population

- Determine from whom you want to collect satisfaction data.
- Decide how many participants/clients you will survey (minimum of 50 for CPI purposes).
- If you are collecting data from a sample of participants/clients be sure to sample randomly.

Step 2: Create your Satisfaction Tool

- Define topic areas to measure and identify items for each area. Refer to the “Item Bank” in Appendix 4A (TPP Toolkit) or 3A (TSO Toolkit).
- Select relevant items that relate to the aspect of your program that is being assessed.
  - Avoid “Nice to know” questions.
- Submit your *draft* survey for review and approval to your Evaluation Liaison and OFP Consultant.
  - You must have your survey approved before administering it (REQUIRED).

Step 3: Collect the Satisfaction Data

- Data is usually collected at the completion of your curriculum, presentation or service.

Step 4: Score Participant Responses

- Score the responses to each question and calculate the percentage of respondents selecting each answer.

Step 5: Interpret your Data

- Look for patterns that may support your program or suggest refinements.

Step 6: Report your Findings

- Prepare your *draft* CPI summary.
  - Refer to guidelines on page 4-14 (TPP Toolkit) or 3-14 (TSO Toolkit) for what to include in your summary.
  - Refer to Appendix 4D (TPP Toolkit) or 3E (TSO Toolkit) for a *sample* summary.

Participant/Client Satisfaction Q&A

- Open Question and Answer.

Pretest – Posttest Tool

- Designed to measure short-term impact of program activities on participants' knowledge, attitudes, and behavioral intentions.
- Can be collected from all or a sample of participants.
- Can be used with prevention education (minimum of 5 hours in length) or other program strategies.

Pretest – Posttest Tool
Required Activities

- Create your own pretest - posttest survey.

- *Submit your draft pretest-posttest survey to your Evaluation Liaison and OFP Program Consultant for review and approval – allow at least 1 week for review and feedback.*
  - *You must have your survey approved before administering it (REQUIRED).*

- Collect a minimum of 50 pretests and 50 posttests surveys (MIP agencies collect 50 surveys from MALES).

Step 1: Select Program and Population

- Select a program where you will use the pretest-posttest tool that is:
  - designed to change attitudes, beliefs and norms,
  - is stable and well defined, and
  - is a minimum of five hours in length.
- Select a setting where 80% or more of your population will receive the entire program.
  - This will help insure that you will be able to collect an adequate number of pre and post surveys.

Step 2: Create your Pretest – Posttest Survey

- Select questions that reflect what you teach in your curriculum. Avoid "nice to know" questions.
  - Create identical questions for your pretest and posttest.
- Decide if you want to collect matched or unmatched data.
- *Submit your <u>draft</u> pretest/posttest survey to your Evaluation Liaison and OFP Program Consultant for review and approval– allow at least 1-2 weeks for review and feedback.*
  - *You must have your survey approved before administering it (REQUIRED).*

Step 3: Review Survey and Revise as Necessary

- Practice your survey (refer to Appendix 6D for Sample Protocol for Pilot Testing).
- Make revisions to the survey based on feedback from those who tried it.
- Determine if school personnel need to review and approve survey before administering.

Step 4: Planning for your Survey

- Determine the need for parental notification. (Refer to Appendix 6F for sample consent forms.)

Step 5: Collecting Pretest & Posttest Survey Data

- You will need to collect surveys from a minimum of 50 participants taking part in a program that is at least 5 hours long.

Step 6: Score Participant Responses

- Create a scoring key or code book.
- Create a tally/summary sheet.
- Score knowledge items individually or as a total score.
- Score scaled questions.

Step 7: Interpret your Data

- Look for patterns that may support your program or suggest refinements.
- Look at the changes in responses from before the program to after the program. Look at which questions had the most or least change over time.

Step 8: Report your findings

- Prepare your *draft* CPI summary.
  - Refer to guidelines on page 6-28 for what to include in your summary.
  - Refer to Appendix 6J for *sample* summaries.

Q & A: Pretest-Posttest Tool

- Open Question and Answer.

Curriculum Review Tool

- Designed for prevention education curriculum (not one-time Informational sessions).
- Includes three parts (lesson-by-lesson, summary and overall).
- Completed by internal staff (as group or individual assignments).

Curriculum Review Tool

- Documents *what* is in the curriculum
- Used periodically (e.g., new/revised curriculum)
- Designed to yield ideas for program improvement in selected content areas and teaching strategies

Step 1: Select the Curriculum

- To keep your efforts focused, it is probably best to work with one curriculum at a time.

Step 2: Decide Who and How

- Choose project staff who are familiar with and have a lead role in developing the curricula used at your site.
- Decide how your agency would like to complete the tool (task group or individual).

Step 3: Complete the Tools

- **Part A**: Make one copy of Part A of the Curriculum Review Form for each lesson in your curriculum.
- **Part B**: Use Part B to summarize information across all lessons as reflected in Part A.
- **Part C**: Refer to Parts A & B and to page 2-4 of the Tool Kit to complete Part C.

Step 4: Summarize Your Findings

- Review Part B for data that was surprising, identified content gaps, and/or areas that require adjustments in time/emphasis.
- Review Part C and consider changes that could be made, who will make the changes, and which changes may be most challenging.

Step 5: Plan Your Next Steps

- Identify and prioritize changes that could be made.
- Decide who will make the changes and create a timeline.
- Determine any resources that are necessary in order to make the changes.

Step 6: Report Your Findings

- Prepare your *draft* CPI summary.
  - Refer to guidelines on page 2-8 for what to include in your summary.
  - Refer to Appendix 2C for a *sample* summary.

Curriculum Review Tool Q&A

- Open Question and Answer.

Thank you!

- Open Question and Answer.

- We invite you to complete a brief feedback form about this call.
  - This survey can be accessed from the ETR website at www.etr.org/ofp.
    - Click on left sidebar – “Upcoming Events”
      - Then under “CPI Orientation Feedback Survey”